

Grade Three

Students in grade three learn about growth and development throughout life as well as about body systems. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

Knowledge and Skills

Standard of Learning

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include:
- a) food choices based on nutritional content;

Understanding the Standard

The student will understand that making good food choices based on nutritional content will positively impact their growth and development.

Essential Knowledge and Skills

The student will:

- define nutrients. (materials in food that are used by the body)
- define vitamins. (nutrients that help your body use proteins, carbohydrates, and fats)
- define minerals. (nutrients that help with the body's chemical processes and are needed for muscles and nerves to work – important minerals are calcium, phosphorus, and iron)
- identify the importance of water. (a nutrient needed by all body fluids and cells, and used for body processes such as digestion)
- define proteins. (nutrients needed to build, grow, and repair body cells)
- describe foods that we need for proper nutrition. (use the food guide pyramid)
- identify how to make wise food choices. (by understanding the food guide pyramid and checking the ingredients and nutritional information on the food labels)

Instructional Resources

Coordinated Approach to Child Health (CATCH)

Grades 3-5 (Hearty Heart and Friends – 3rd grade; Go For Health – 4th and 5th grades; and Facts for 5 – 5th grade)

*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

Dole's Five A Day Lesson Plans

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

<http://www.dole5aday.com/index.jsp>

Free

Elementary Interdisciplinary Curriculum: Every Day , Lots of Ways (EDLOW)

Grades 2-3: Every Day, Lots of Ways (focus – Food Guide Pyramid)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Five A Day The Color Way – “There’s a Rainbow on My Plate”

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

Food Works

Grades 3-5

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children’s Health Market

<http://www.thegreatbodyshop.net>

+Cost

Health Database

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

HeartPower

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called “The Healthy-Heart Minute.”)
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students’ choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. “What’s Your Activity IQ?”)
- “Smoking in the Cellar” – lesson idea
- Label the Heart’s Parts – activity sheet
- What’s in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

Vitamins are Elementary

Students learn about vitamins and the effects of vitamins on their bodies. Five lessons:

- Choosing vitamin-rich foods
- What vitamins are in foods?
- What are antioxidants?
- How do vitamins affect the body?
- How to identify antioxidants?

Sponsor: Fresh Starts

http://www.freshstarts.com/teachers_index.cfm

Free

Instructional Lessons

Don’t Buy It – Get Media Smart!

Discusses advertisements and marketing. Students design a cereal box; graph data; complete nutritional comparisons; and use statistics to sell a product.

Sponsor: PBS

Six class periods

<http://pbskids.org/dontbuyit/teachersguide.html>

Free

The Food Groups: Food Pyramid

Grades 3-5

Students learn about the five food groups and how to use the food pyramid as their guide.

Sponsor: Ask ERIC Lesson Plan

Two classes

<http://ericir.syr.edu/Virtual/Lessons/Health/Nutrition/NUT0016.html>

Free

Gregory, The Terrible Eater

Grades 3-4

Students demonstrate understanding of balanced meals and food sources from the various food groups. Construct healthy menus and determine costs of the foods. Based on the book Gregory, The Terrible Eater.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Healthy Eating

Grades K-3

Use newspaper ads to create healthy menus students would eat.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Healthy Weights for Healthy Kids

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

Is it Fruit?

Grades 2-4

Students learn what constitutes a fruit and that only 100% juice should be considered a fruit.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Mission Nutrition

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity. Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Nutrition – Food Pyramid Book and Game

Grades 2-6

Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period.

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Nutrition Lesson Plan

Grades 2-3

Students create healthy meals for a fictitious restaurant or for the cafeteria.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Nutritious and Delicious

Grades 3-4

Students create a food pyramid, keep a food diary for one week, and compare what they eat with the pyramid.

Sponsor: Ask ERIC Lesson Plan

Two class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Planning a Healthy Menu Using the Food Pyramid

Grades 3-8

Students use the food pyramid to plan a healthy meal.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Salad Party

Grades 3-4

Students learn what part of plants are eaten as vegetables; taste new vegetables; and make a salad.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

School Enrichment Nutrition Project

Grades 2-3

Lessons, worksheets, parent letters to encourage healthy eating.

Sponsor: Virginia Cooperative Extension

Contact: Local County Extension Office

Free

Additional Instructional Resources

- Review 2.2a
- Food Guide Pyramid – <http://www.nal.usda.gov:8001/py/pmap.htm>
- Food Guide Pyramid for Young Children – <http://www.cnpp.usda.gov>
- The Fruit Group – <http://www.healthteacher.com>

- Good Food Choices – <http://www.neatsolutions.com>
- Grab a Grape – Nutrition Café – <http://www.exhibits.pacsci.org/nutrition>
- Have A Bite – Nutrition Café – <http://www.exhibits.pacsci.org/nutrition>
- Leafy Greens – <http://www.leafy-greens.org>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- Nutrients and Food Groups – <http://www.healthteacher.com>
- Nutrition Sleuth — Nutrition Café – <http://www.exhibits.pacsci.org/nutrition>
- Our Bodies Need Water – <http://www.healthteacher.com>

Assessment Ideas

The student will:

- evaluate the nutritional content of their lunch using the food guide pyramid.
- list and explain the benefits of several vitamins and minerals.
- identify why we need proteins in our diet.
- describe why drinking plenty of water is so important.
- plan a meal that is high in calcium and iron.
- compare the nutritional content of two food items by using the food labels.
- design a meal that uses all the food groups from the food pyramid.
- make a bulletin board of the food guide and have students fill in each category with pictures of foods.

Knowledge and Skills Third Grade

Standard of Learning

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include:
- a) the benefits of physical activity and personal fitness;

Understanding the Standard

The student will discuss the health benefits of regular physical activity and personal fitness.

Essential Knowledge and Skills

The student will:

- define personal fitness. (having your body in top condition)
- describe the benefits of personal fitness:
 - to have good physical health;
 - to get good grades in school; and
 - to have fun and play for long periods of time with your friends.
- compare how different exercises help different muscles:
 - aerobic exercises are exercises that use a lot of oxygen and raise your heart beat, which makes your heart muscle strong; (swimming, running, jumping rope, etc.)
 - some exercises develop muscle strength to lift, pull, push, kick, and throw; (climbing a rope, pull-ups, push-ups, curl-ups, bicycling, etc.)
 - some exercises give your muscles endurance so that you can use your muscles for a long time; (walk, run, skate, etc., for a long distance) and
 - some exercises make you flexible so you can bend and move easily. (joint flexibility is developed by stretching different muscle groups)
- describe a personal fitness plan:
 - work on heart fitness three to five days a week for at least 30 minutes;
 - work on muscle strength and endurance two to four times a week; and
 - work on flexibility every time you exercise.

Instructional Resources

Coordinated Approach to Child Health (CATCH)

Grades 3-5 (Hearty Heart and Friends – 3rd grade; Go For Health – 4th and 5th grades; and Facts for 5 – 5th grade)

*Evaluated program with mixed results

Coordinated effort between classroom, cafeteria, and physical education to decrease fat, saturated fat, and sodium in students' diets; increase physical activity; and prevent tobacco use.

Sponsor: Coordinated Approach to Child Health (CATCH)

<http://www.sph.uth.tmc.edu/chppr/catch/> and <http://www.flaghouse.com>

+Cost

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills

- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

HeartPower

Grades 3-5

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy-Heart Menus Quick Activity (Children create a one-minute television feature called "The Healthy-Heart Minute.")
- Target: No Smoking Game
- A Bunch of Reasons Not to Smoke Quick Activity
- Stand and Deliver Game
- What Does the Heart Do? – lesson idea
- How Does Blood Circulate? – lesson idea
- How Do Foods Help Our Bodies? – lesson idea (Encourages students to eat a variety of healthy foods. Describes various nutrients.)
- How Do You Choose Snacks and Other Foods? – lesson idea (Discusses factors influencing why students choose the foods they do. Activity sheets.)
- How Does Physical Activity Help You? – lesson idea (Discusses factors that influence students' choices about physical activity.)
- How Can You Stay Fit? – lesson idea (Discusses peer influences on personal health decisions related to fitness. Discusses heart-healthy fitness. Activity sheet. "What's Your Activity IQ?")
- "Smoking in the Cellar" – lesson idea
- Label the Heart's Parts – activity sheet
- What's in Foods? – activity sheet
- Be Choosy! – activity sheet
- Rate that Snack! – activity sheet

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

The SPARK Programs (Sports, Play, and Active Recreation in Kids)

Grades preK-8

*Evaluated program with mixed results

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

Email: spark@sparkpe.org

+Cost

Take 10!

Grades K-5

*Evaluated program

Yearlong classroom-based physical activity program. Students do 10 minutes of moderate to vigorous physical activities throughout the day. No special equipment or space needed.

Students track activity. Materials include activity cards, student worksheets (sorted by curriculum), teacher resources, posters, stickers, teacher video, and evaluation tools.

Sponsor: International Life Sciences Institute

<http://www.take10.net/funforstudents.asp>

+Cost

Instructional Lessons

Go The Extra Mile

Grades K-4

Students become the physical trainers for their parents. Goal is for each student to log one mile a day.

Five-week program

Sponsor: CDC Funded

Email: jon.hisgen@dpi.state.wi.us

Healthy Weights for Healthy Kids

Grades 3-6

Addresses healthy eating, physical activity, and positive body image for children. Discusses healthy food, drink, and snack choices; physical activity options; and positive body image.

Sponsor: Virginia Cooperative Extension

Contact local County Extension Office

Free

Additional Instructional Resources

- Review 1.2 e
- Review physical education SOL 3.3 and 3.5
- American Heart Association – Jump Rope for Heart (fund-raising activity for AHA – elementary schools) – <http://www.americanheart.org>
- [Kidnetic.com](http://www.kidnetic.com) – Information about fitness, food, fun, and feelings for students, parents, and teachers. Email: davenport@iflc.org
- Let's Get Moving! – <http://commtechlab.msu.edu/sites/letsnet/noframes/subjects/health/b8u4.html>
- Make Fitness Fun for Kids – The Fitness Jumpsite – <http://www.primusweb.com/fitnesspartner>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- Move Across America: A Patriotic Endeavor – e-mail: paulshimon@yahoo.com
- “Physical Activity is Good for Me” – <http://www.healthteacher.com>
- Presidential Challenge – <http://www.fitness.gov>

Assessment Ideas

The student will:

- develop a one-week physical fitness plan for their family.
- identify two exercises that develop aerobic capacity, muscle strength, muscle endurance, and flexibility.

Knowledge and Skills Third Grade

Standard of Learning

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include:
- b) safe and harmful behaviors;

Understanding the Standard

The student will be able to recognize safe and unsafe behaviors.

Essential Knowledge and Skills

The student will:

- discuss the steps for making decisions:
 - identify your options;
 - evaluate each choice;
 - determine the best choice; and
 - identify the benefits of the choice you selected.
- describe safe behaviors. (wearing a seatbelt, not playing with matches, wearing a helmet, not talking to strangers, etc.)
- identify unsafe behaviors and how they can harm your health.

Instructional Resources

- Safety City – <http://www.nhtsa.dot.gov/kids>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- HealthTeacher.com – <http://www.healthteacher.com>
- National SAFE KIDS Campaign – <http://safekids.org>
- *Risk Watch* Lesson Plans – http://www.nfpa.org/riskwatch/lsn_34_safeunsafestory.html

Assessment Ideas

The student will:

- role-play different situations where they choose to make safe decisions.
- draw a picture that illustrates safe and harmful behaviors.
- write a short story about safe behaviors.
- have students look through magazines to find pictures of people being safe (e.g. wearing a safety belt) and unsafe (e.g. riding a bike without a helmet).

Knowledge and Skills Third Grade

Standard of Learning

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include:
- d) positive interaction with family, peers, and other individuals.

Understanding the Standard

The student will understand how positive interactions with family, peers, and others contribute to positive social and emotional growth and development.

Essential Knowledge and Skills

The student will:

- describe characteristics of positive family interactions.
- define peers.
- describe positive ways to communicate with your family and friends. (verbal and non-verbal)
- identify why it is important to be a member of a family or group.

Instructional Resources

- Refer to 2.5
- School Guidance Counselor
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- HealthTeacher.com – <http://www.healthteacher.com>

Assessment Ideas

The student will:

- role-play positive interactions with family, peers, and others.
- discuss how these positive relationships contribute to positive social and emotional growth and development.

Knowledge and Skills Third Grade

Standard of Learning

- 3.2 The student will use decision-making skills to promote health and personal well-being.
Key concepts/skills include:
- a) goal setting for personal health;

Understanding the Standard

The student will understand the process of goal setting and how it promotes personal health.

Essential Knowledge and Skills

The student will:

- define a goal. (something you work towards)
- identify why one needs to set goals. (you know what you want, you can judge your progress, and you set goals to keep working on becoming a better person)
- define personal health. (taking care of one's physical, mental, emotional, family, and social health)
- identify physical health goals. (exercise, eat well, get enough sleep, keep your body clean, etc.)
- identify mental and emotional health goals. (have self respect, a healthy body, make responsible decisions, have a good attitude, etc.)
- identify family and social health goals. (relate well with others, respect others, treat them the way you want to be treated, have good character, share feelings, follow family rules, etc.)

Instructional Resources

- Guidance Counselor
- <http://www.pecentral.org>
- <http://www.kidshealth.org>
- <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- Elementary Health – <http://www.bcps.org/offices/lis/curric/elem/health.html>

Assessment Ideas

The student will:

- set academic goals.
- set goals to promote physical, mental, emotional, family, and social health.

Knowledge and Skills Third Grade

Standard of Learning

- 3.2 The student will use decision-making skills to promote health and personal well-being.
Key concepts/skills include:
b) the process of resolving conflicts peacefully;

Understanding the Standard

The student will understand the benefits of resolving conflicts peacefully.

Essential Knowledge and Skills

The student will:

- define a conflict. (a disagreement)
- describe the wrong way to settle a conflict. (a physical or verbal fight)
- identify the right way to settle a conflict:
 - use self-control – do not fight;
 - agree to listen to each other and talk things out;
 - try to agree to a solution and then try it;
 - walk away if the other person still wants to fight; and
 - ask an adult for help.

Instructional Resources

- Review K.5 and 2.2e
- Guidance Counselor
- Life Skills Program
- Your Early Learner: Solving Conflicts – http://www.scholastic.com/smartparentting/earlylearner/social/pre_resolveconflicts.htm
- Five Steps to Resolving Conflicts – <http://www.renton.wednet.edu/doi/rfe/Home%20and%20School%20Connection/hs0102e.pdf>
- Resolving Conflicts on the Playground – <http://www.esrnational.org/playgrd.html>

Assessment Ideas

The student will:

- describe productive ways to settle a conflict.
- identify a conflict that has occurred during the school day and use the process for resolving conflicts peacefully.

Knowledge and Skills Third Grade

Standard of Learning

- 3.2 The student will use decision-making skills to promote health and personal well-being.
Key concepts/skills include:
c) strategies for solving problems related to health.

Understanding the Standard

The student will develop strategies for solving health-related problems.

Essential Knowledge and Skills

The student will:

- define a health problem. (your body does not work well)
- identify types of health problems. (obesity, diabetes, heart disease, asthma, a cold, a broken bone, the flu, etc.)
- describe the three “C’s” of effective decision making. (clarify, consider, and choose)
- determine strategies to solve or prevent health problems. (exercise, eat well, get plenty of rest, wash your hands, etc.)

Instructional Resources

- Life Skills Training – Decision-Making Model
- Healthteacher.com – <http://www.healthteacher.com>
- Kids Health – <http://www.kidshelath.org>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Disease Detectives – <http://www.bam.gov>

Assessment Ideas

The student will:

- define a health problem.
- identify a health problem and apply the three C’s of effective decision-making to solve the health problem.
 - clarify;
 - consider; and
 - choose.

Knowledge and Skills Third Grade

Standard of Learning

- 3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include:
- a) improper use of medicines;

Understanding the Standard

The student will understand the consequences of taking medicines improperly.

Essential Knowledge and Skills

The student will:

- define medicines. (prescription – antibiotic, or over-the-counter drugs – aspirin)
- identify the difference between prescription and over-the-counter drugs. (prescription drugs are medicines that your doctor must prescribe, while over-the-counter drugs are medicines you can buy without a doctor's prescription)
- describe medicine misuse. (unsafe use of a medicine that is not done on purpose)
- describe medicine abuse. (taking too much medicine on purpose)
- list examples of improper use of over-the-counter and prescription medicines:
 - taking too much medicine;
 - taking someone else's medicine;
 - letting someone else take your medicine;
 - taking medicine from someone other than your parents or another responsible adult; and
 - taking medicine without your parents' permission.
- describe the consequences of improper use of medicines. (get sick, have to go to the hospital, develop a drug dependence or addiction, damage your brain or other body systems, or death)

Instructional Resources

- Review 1.2c and 2.2b
- Life Skills Training – Decision-Making Model
- <http://www.healthteacher.com>
- Kids Health – http://kidshealth.org/kid/feel_better/things/kidmedic_p5.html
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- explain the difference between prescription and over-the-counter drugs.
- list consequences of improper use of medicines.
- examine the contents of the family “medicine cabinet” with a parent and list at least five over-the-counter or prescription medicines and proper dosage of each.

Knowledge and Skills Third Grade

Standard of Learning

- 3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include:
- b) the use of refusal skills to counter negative influences;

Understanding the Standard

The student will describe the effects of drugs on personal health and ways to say no to tobacco, alcohol, and other drug use.

Essential Knowledge and Skills

The student will:

- define refusal skills. (ways of saying NO to behavior that is wrong)
- identify why it is important not to use drugs, alcohol, and tobacco products. (they can harm your health)
- describe ways to say NO to drugs:
 - say NO in a firm voice;
 - give reasons why you are saying NO;
 - stay away from people who use drugs;
 - tell your parents or a trusted adult if someone tries to give you drugs; and
 - help your friends say NO to things that may hurt them.

Instructional Resources

- Life Skills Training – Decision-Making Model
- <http://www.healthteacher.com>
- Kids Health – <http://www.kidshelath.org>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- K-6 Life Skills Learning Objectives – http://www.lifeskills4kids.com/learning_objectives.htm
- Refusal Skills – http://www.uen.org/utahlink/lp_res/prev001.html
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- make a list of ways to say NO to drugs.
- role-play being offered a drug and using refusal skills to effectively communicate that they are not interested in taking drugs.

Knowledge and Skills Third Grade

Standard of Learning

- 3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include:
- c) the effects of nicotine, alcohol, and other drugs on body systems;

Understanding the Standard

The student will identify the effects of tobacco, alcohol and other drugs on the body systems.

Essential Knowledge and Skills

The student will:

- define body systems. (a group of organs that work together to do a job – your respiratory system takes in oxygen to keep your cells alive; your circulatory system moves oxygen and nutrients to different parts of your body, etc)
- identify how tobacco, marijuana, and inhalants affect the body systems. (affects all systems – has a significant effect on the respiratory, circulatory, nervous, and muscular systems)
- describe how alcohol and other depressants affect the integrated functioning of body systems. (enters the digestive system, moves into the circulatory system, and is taken to the brain where it depresses brain function – this affects the nervous, muscular, and the rest of the body systems)
- identify how stimulants affect the integrated functioning of body systems. (speeds up all body systems, especially the nervous system, to the point that the body systems are unable to function together properly)

Instructional Resources

- Review 1.1 and 2.2b
- <http://www.healthteacher.com>
- Kids Health – <http://www.kidshelath.org>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Exploring Drugs from a Health Perspective – <http://www.phs.princeton.k12.oh.us/Public/corc/Health.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>
- Alcoholic Advertisements – <http://www.uen.org/Lessonplan/LPview?core=7>

Assessment Ideas

The student will:

- describe how tobacco affects the body systems.
- explain the effect that alcohol and other drugs have on body systems.

Knowledge and Skills Third Grade

Standard of Learning

- 3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include:
- d) the use of common household items as inhalants;

Understanding the Standard

The student will understand the dangers of using common household items as inhalants.

Essential Knowledge and Skills

The student will:

- define an inhalant. (a chemical that is breathed in)
- describe how inhalants harm your health:
 - kill brain cells;
 - hurt your memory and you cannot learn things so your grades and future will suffer;
 - harm your heart, lungs, and nervous system;
 - you may lose control of your muscles or have trouble breathing;
 - you may have nose bleeds, sores around your mouth, or severe headaches;
 - you may see things that are not real;
 - you may lose interest in friends, school, sports, and your family relationships; and
 - you may find that some brain and lung damage that inhalants cause cannot be undone.

Instructional Resources

- <http://www.healthteacher.com>
- Kids Health – <http://www.kidshelath.org>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Exploring Drugs from a Health Perspective – <http://www.phs.princeton.k12.oh.us/Public/corc/Health.htm>
- Inhalants Popular With Youngest Students – <http://www.drugfreeaz.com/inhalants.html>
- Kids and Inhalants – <http://www.americanoutreach.org/kids/kids.htm>
- Inhalants – <http://www.coolnurse.com/inhalants.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- identify the harmful effects of inhalants.
- explain why one should remain drug free.

Knowledge and Skills Third Grade

Standard of Learning

- 3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include:
- e) the effects of mind-altering drugs on behavior.

Understanding the Standard

The student will understand that using illegal drugs may negatively affect their behavior and relationships with others.

Essential Knowledge and Skills

The student will describe behavioral changes that occur as a result of mind-altering drug use:

- become disinterested in doing well in school;
- withdraw from friends;
- engage in criminal or violent behaviors;
- cannot remember things;
- do not give attention to detail and do sloppy work;
- feel sad and mixed up;
- experience changes in personality that damage relationships;
- experience changes in interests;
- are not as productive as they used to be;
- see things that are not real;
- feel guilty for doing something wrong; and
- become depressed and isolate themselves from others.

Instructional Resources

- Parents Groups
- Local Health Department
- Guidance Counselor
- Substance Abuse Specialist
- <http://www.healthteacher.com>
- Kids Health – <http://www.kidshelath.org>
- PBS Teacher Source – <http://www.pbs.org/teachersource/health.htm>
- Exploring Drugs from a Health Perspective – <http://www.phs.princeton.k12.oh.us/Public/corc/Health.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- describe five negative behavioral changes that occur as a result of mind-altering drug use.
- explain how mind-altering drugs can affect relationships.

Information Access and Use Third Grade

Standard of Learning

- 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include:
- a) the use of health services and agencies to gain information;

Understanding the Standard

The student will be able to locate and access health services and agencies to obtain health information.

Essential Knowledge and Skills

The student will:

- describe where to locate phone numbers for ambulance services, police departments and animal control agencies.
- identify health agencies that are responsible for water quality, transportation safety, drug treatment, hospital care, child care standards, etc.

Instructional Resources

- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- Yahoo!igans! The Web Guide for Kids – <http://www.yahooligans.com>
- Blue Web'n – <http://www.kn.pacbell.com/wired/bluewebn>
- Texas Department of Health – Kids Corner – <http://www.tdh.state.tx.us/kids/default.htm>
- Elementary Health Lessons – <http://www.gsu.edu/~wwwche/elessons.htm>
- FunBrain.com – <http://www.funbrain.com/teachers/index.html>
- SuccessLink – Great Ideas – <http://www.successlink.org/great/g1054.html>
- Media Awareness (K-12 lessons) Lesson Plans and Activities – <http://members.aol.com/donnpages/Sociology.html>
- Lesson Plans Across the Curriculum – <http://members.aol.com/Donnpages/LessonPlans.html>
- The Access Indiana Teaching and Learning Center – <http://tlc.ai.org/thealth.htm>
- McGraw-Hill School Division Teaching Resources – <http://www.mmhschool.com>
- Health Teacher.com – <http://www.healthteacher.com>

Assessment ideas

The student will:

- identify five health services or agencies.
- locate and access five health services or agencies to obtain health information.

Information Access and Use Third Grade

Standard of Learning

- 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include:
- b) the ways in which health care has improved as a result of technology;

Understanding the Standard

The student will identify ways in which health care has improved as a result of advances in science and technology.

Essential Knowledge and Skills

The student will:

- identify dental health care improvements we now have that were not available 100 years ago.
- give examples of new technologies that provide safer, quicker, and more efficient health care. (ultra sound images instead of x-rays, laser surgery instead of glasses, etc.)

Instructional Resources

- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- Yahooligans! The Web Guide for Kids – <http://www.yahooligans.com>
- Blue Web'n – <http://www.kn.pacbell.com/wired/bluewebn>
- Texas Department of Health – Kids Corner – <http://www.tdh.state.tx.us/kids/default.htm>
- Elementary Health Lessons – <http://www.gsu.edu/~wwwche/elessons.htm>
- FunBrain .com – <http://www.funbrain.com/teachers/index.html>
- SuccessLink – Great Ideas – <http://www.successlink.org/great/g1054.html>
- Media Awareness (K-12 lessons) Lesson Plans and Activities – <http://members.aol.com/donnpages/Sociology.html>
- Health and Physical Education Resources for Elementary Grades (4-6) – http://www.gov.pe.ca/educ/lester/educator/elementary/phys_ed.html
- Lesson Plans Across the Curriculum – <http://members.aol.com/Donnpages/LessonPlans.html>
- The Access Indiana Teaching and Learning Center – <http://tlc.ai.org/thealth.htm>
- McGraw-Hill School Division Teaching Resources – <http://www.mmhschool.com>
- Health Teacher.com – <http://www.healthteacher.com>
- BrainPop.com – A Fun, Interactive Site that Teaches About Health and Science Through On-line Movies, Quizzes, etc. – <http://www.brainpop.com>

Assessments ideas

The students will:

- identify three ways in which dental health care has improved over the last 50 years as a result of advances in science and technology.
- identify three ways in which general health care has improved over the last 50 years as a result of advances in science and technology.
- identify three ways in which medical care for vision and hearing has improved over the last 50 years as a result of advances in science and technology.

Information Access and Use Third Grade

Standard of Learning

- 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include:
- c) the use of a variety of print, audiovisual, and electronic media resources.

Understanding the Standard

The student will explore the use of a variety of print (newspapers, billboard, and magazine advertisements), audiovisual (video, DVD, etc.), and electronic media (Internet) to access health information.

Essential Knowledge and Skills

The student will:

- locate newspaper, magazines, books, audiovisual, and electronic media that provides access to health education information. (work with your school's media specialist)
- identify Web sites on food product labels.

Instructional Resources

- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- Yahoo!igans! The Web Guide for kid – <http://www.yahooligans.com>
- Blue Web'n – <http://www.kn.pacbell.com/wired/bluewebn>
- Texas Department of Health – Kids Corner – <http://www.tdh.state.tx.us/kids/default.htm>
- Elementary Health Lessons – <http://www.gsu.edu/~wwwche/elessons.htm>
- FunBrain .com – <http://www.funbrain.com/teachers/index.html>
- SuccessLink – Great Ideas – <http://www.successlink.org/great/g1054.html>
- Media Awareness K-12 Lesson Plans and Activities – <http://members.aol.com/donnpages/Sociology.html>
- Health and Physical Education Resources for Elementary Grades (4-6) – http://www.gov.pe.ca/educ/lester/educator/elementary/phys_ed.html
- Lesson Plans Across the Curriculum – <http://members.aol.com/Donnpages/LessonPlans.html>
- The Access Indiana Teaching and Learning Center – <http://tlc.ai.org/thealth.htm>
- McGraw-Hill School Division Teaching Resources – <http://www.mmhschool.com>
- Health Teacher.com – <http://www.healthteacher.com>

Assessment Ideas

The student will:

- locate a Web site on a food product label and report the health information provided on the site.
- find a section of the newspaper that provides health education information.

Community Health and Wellness Third Grade

Standard of Learning

- 3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include:
- a) dietary customs and practices;
 - b) recreational activities;
 - c) celebrations and traditions.

Understanding the Standard

The student will understand dietary customs and practices, recreational activities, celebrations and traditions that may impact community health decisions.

Essential Knowledge and Skills

The student will:

- define customs. (a practice followed by people of a particular group from different geographic origins, races and ethnicities)
- describe traditions. (time-honored practices)
- define diet. (the foods you usually eat)
- describe recreation. (leisure activities)
- explain celebrations. (special occasions)
- list cultural or customs/traditions which affect:
 - dietary practices; (vegetarian, fasting, etc.)
 - social practices; (women cannot participate in sports, women cannot participate in activities with men, different dress, etc.)
 - participation in physical or recreational activities; (prohibit participation in dance, contact sports, motorized sports, etc. In addition, some religious customs include fasting which could limit participation in physical activities.) and
 - health care. (different cultures and religions have diverse health care beliefs and practices – e.g., western medicine, herbalism, acupuncture, medicine-men, etc.)

Instructional Resources

Feeding Minds, Fighting Hunger

Grades K-5

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What is Hunger and Who are the Hungry?
- Why are People Hungry?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: http://www.feedingminds.org/level1/pri_level.htm

Free

Instructional Lessons

Cooking with Kids Albuquerque

Multicultural food education program to improve students' nutrition by learning about culturally diverse foods that are healthy and appealing. Hands-on approach to cooking, modeling healthy food choices in the classroom and cafeteria while teaching basic cooking skills. Encourages

parental involvement. Provides cooking classes to low-income students in summer literacy programs.

Sponsor: Locally and state-funded

Email: hopem@doh.state.nm.us

Free

Additional Instructional Resources

- Blue Web'n – <http://www.kn.pacbell.com/wired/bluewebn/index.html>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- Elementary Health Lessons – <http://www.gsu.edu/~wwwche/lessons.htm>
- Internet Detectives – <http://www.madison.k12.wi.us/tnl/detectives>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- Texas Department of Health – Kids Corner – <http://www.tdh.state.tx.us/kids>
- Yahooligans! The Web Guide for Kids – <http://www.yahooligans.com>

Assessments Ideas

The student will:

- explain different country's ethnic foods, cultural traditions, celebrations, and recreational activities.
- identify dietary customs and practices, recreational activities, celebrations, and traditions in their community.